



Raft River, Vavenby and Blue River Elementary Schools Annual School Learning Plan 2023-2024

Updated Sept.11, 2023



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our schools partner with Simpcw First Nations through the Aboriginal Education Enhancement Agreement [SD 73 Aboriginal Enhancement Agreement](#)



Our Mission

Supporting learning opportunities and environments which inspire students to thrive.

Our Vision

Fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring, and sustainable society.

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CULTURAL & IDENTITY DEVELOPMENT	
CULTURAL SAFETY GOAL (District)	
<p>A district report will be available in the district learning plan. You may choose to include it in your school learning plan and share how you will be involved in learning about cultural safety.</p>	
CAREER DEVELOPMENT (Integrated)	
Key strategies to ensure that every student graduates and transitions grade-to-grade are integrated into the learning and wellbeing goals.	
SYSTEMS DEVELOPMENT (Integrated)	
Key strategies for resource allocation are integrated in the learning and wellbeing goals.	

CONTEXT

North Thompson Elementary Schools:

All 3 North Thompson elementary schools are situated on the traditional territory of the Simpcw First Nation, a part of the Secwepemc Nation. The locations stretch from Blue River, the northernmost school in SD#73, and down the Yellowhead Highway to Vavenby and then Clearwater.

Each school has its own personality and highlights, and each is supported by a small, but dedicated, PAC group. They are all located in communities that work closely with staff and students to support and augment our programming. After completing Grade 7 in their elementary schools, students move into their cohorts at Clearwater Secondary School.

- **Blue River Elementary** is a K-7 one-room school with one teacher and a total population of 5 students. Of the currently enrolled students:
 - 1 identifies as having aboriginal ancestry
- **Vavenby Elementary** is a K-7 school with a population of 28 students, 2 teachers and 1 CEA. Of the currently enrolled students:
 - 8 identify as having aboriginal ancestry
 - 1 has a Ministry designation
- **Raft River Elementary** has a population of 303 students, 17 teachers, 6 CEAs, 1 AEW, and also houses a Strongstart program. Of the currently enrolled students:
 - Approximately 31% identify as having aboriginal ancestry
 - About 98% speak English as a first language
 - About 9% have Ministry designations

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

Our schools will focus on numeracy as we see overall lower scores than that of literacy in both the Grade 4 and 7 FSA results over the last five years. We also see a drop in scores from grade 4 to grade 7. Through consultation with staff at Clearwater Secondary, it was suggested that support in numeracy at elementary school would benefit students as they moved up into the high school.

SCHOOL GOAL:

Improve foundational skills in Numeracy for all students at every grade level, every year, with a specific focus on number sense.

AREAS TO CELEBRATE:

- In the past 4 of 5 years, the Aboriginal students in our 3 schools have performed better or on par with the District Aboriginal students on the Numeracy component of the grade 4 FSA.
- In the past 3 of 5 years, the diverse students in our 3 schools have performed better than District diverse students on the Numeracy component of the grade 4 FSA.
- In the past 3 of 5 years, our Aboriginal students have performed better than our non-aboriginal students in the Numeracy component of the grade 4 FSA.

AREAS TO GROW:

- In the past 4 of 5 years, the diverse students in our 3 schools have performed lower than our non-diverse students on the Numeracy portion of the grade 4 and 7 FSA.
- In the past 3 of 5 years, our Indigenous students have performed lower than our Non-Indigenous students on the Numeracy portion of the grade 4 FSA.

OBJECTIVES:

All students will be meeting or exceeding numeracy expectations, including our diverse and Indigenous students.

SCHOOL STRATEGIES:

To improve in numeracy, we will:

1. Improve our instruction of number sense in both primary and intermediate classes.
2. Focus on developing a collaborative approach as staff to teaching mathematics across the grades.
3. To fully implement number strategies in mathematics across the grade levels.

To improve Primary instruction and develop an Intermediate framework (as above), we will, with the support of the District Numeracy Team:

- Participate in the primary and intermediate numeracy sessions facilitated by the district numeracy team.
- Share learning from the numeracy sessions with staff during staff meetings.
- Work collaboratively to set goals as staff to teach numeracy strategies.
- Work with the district numeracy team to learn and observe best practices, specific to the numeracy strategies.
- Implement a small group, “guided numeracy” cohort, in the primary grades.
- We will use the new primary numeracy assessments.

To improve in learning,

- We will use the following recommended District Numeracy resources to support our learning: Number Sense and Taking Shape kits, Figuring out Fluency in Mathematics Teaching and Learning - Moving Beyond Basic Facts and Memorization, various classroom companions to this, The Number Sense and Taking Shape kits.
- We will dedicate a part of a staff meeting monthly to our learning as staff
- We will dedicate time to math interventions for struggling learners, with LART support and small group intervention

- We will work with the District numeracy team to support with Professional Development

EVIDENCE AND NEXT STEPS:

1. Plan to review/update this plan with the staff at the first available Pro-D opportunity with the District Numeracy teams support (Sept.15th).
2. Share continued learning plan with PAC at all three schools during the first meeting.
3. Lead Numeracy teachers have volunteered to attend the District Numeracy Sessions and share their learning at staff meetings.
4. Meet monthly to improve instructional practice.

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS:

There is room for improvement in all areas of wellbeing. The data from the School Learning Survey and from the Our School Survey (DEWRS) indicates that feelings of being welcome, belonging, and having strong adult connections vary from 50 to 87 percent, with no clear trend, as the numbers oscillate in different years. This is true of our Diverse and Indigenous students. We would prefer to see a general trend upward in all areas, with over 80% as a target.

Data from our own school survey indicated that students at all three schools felt friendship, small groups and inclusion were important to them to feel a sense of belonging. The survey data also indicated that there is work to do to ensure students at all three of the schools feel connected to at least one adult. The survey indicated:

- 2 students in Blue River did not indicate an adult they felt connected to
- 16 at Raft River answered "I don't know" or "none"
- All students in Vavenby named one adult
- In total 64 student at all three school could name 1 adult they were connected to
- 146 students in the combined schools and who participated in the survey indicated at least 2 adults

SCHOOL GOAL: As staff we will all work to develop a school culture and environment where all students feel safe and connected, with a sense of belonging that allows them to feel supported in achieving their full potential.

AREAS TO CELEBRATE:

- The School Learning Survey and DEWRS show an increase in students feeling welcome over the last 5 years.
- The data suggests Indigenous students feel a greater sense of being welcome and belonging compared to our non-indigenous students.

AREAS TO GROW:

- Connect students to two or more adults.
- Increase feelings of being welcome and belonging for all students.

SCHOOL STRATEGIES:

- Work through a Spirals of Inquiry framework as a staff to develop action items for implementation to help increase numbers of students who feel a sense of belonging and who feel welcome at school.
- First goal strategies: *Increase adult connection*
 - By mixed supervision (intermediate teachers with primary and primary with intermediate students)
 - By sending regular and purposeful emails to families to showcase something learned about their child (not necessarily academic based)
 - Staff will connect with students
 - Every two weeks each staff member will choose students to purposefully connect with daily
 - Include ALL staff (CEAs, custodial staff)
 - Conversations will not have to be related to school
 - We will cycle through the student list throughout the year to ensure all students are included
- Second goal: Increase student connection in peer groups (friendship, small group, inclusion)
 - Instructionally: increase more partner and small group work in classes
 - Continue and increase activity with buddy classes
 - Change up groupings throughout the year
 - Create and use common language across the classroom (through themes)
 - Create, plan and implement common themes school wide/classwide
 - Through developed and planned class wide instruction and strategies based on the themes
 - Incorporate collaboratively selected CORE Competencies

- Incorporate the Grandfather teachings
- Create shared resource folder in google with resources to share
- Implement school wide announcements and assemblies
- Regularly revisit at staff meetings to adjust and make necessary changes
- District Staff support

Evidence and Next Steps

As a staff we will continue working through our Spirals of Inquiry around ensuring students are feeling safe, connected and have a sense of belonging.

- Use data collected in school surveys to ensure student voice as our focus for decision making
- Use pre/post surveys monthly to gauge the success of our monthly themes
- Discuss monthly data collected at staff meetings
- Ensure continued parent involvement, school events, and positive emails to parents
- Share results and celebrations with PAC
- Survey students again in the spring on connection and belonging
- Review and discuss School Learning Survey and DEWRS data
- Ensure all three schools will complete the DEWRS survey in the Fall and Spring
- Ensure staff will have input on further Professional Development, including possible future book clubs
- Address transitioning for diverse students, new Kindergarten students and those transitioning to Clearwater Secondary School
- Indigenizing learning and activities, provide learning opportunities, continued Professional Development for staff and continue to build on school activities to support our Aboriginal Students